

# Teaching Individual Letter Sounds

## Let's roleplay!

Practice how to teach letters names, sounds, and formations. You will take the role of a student and your partner will take the role of tutor, then switch roles halfway through the list of letters. Follow the directions below with your flash cards or moveable letters to experience how to teach letter sounds.

**Materials:** Flash cards for 'm', 's', 'f', 't', 'a', 'p', 'n', 'r', 'c', and 'o'.

m	s	f	t	a
p	n	r	c	o

## INTRODUCE A NEW LETTER SOUND

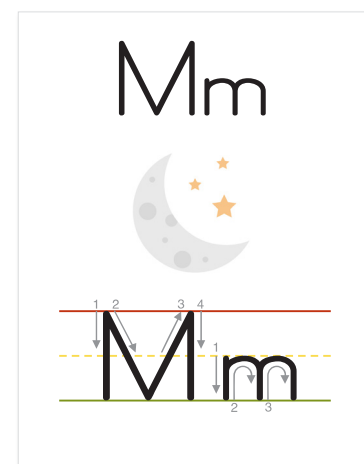
Follow the same process for each letter, teaching the sounds.

### ☐ Name the Letter:

- Show the students the flash card for the new letter, with the keyword picture covered.
- Say, "The name of this letter is 'm'." Students repeat.
- Tell students that they are going to become experts on the letter 'm' and its sound.
- Again, point to the letter 'm' and have the students say the name of the letter.

### ☐ Produce the Sound:

- Say, "The sound that 'm' can make is /m/." Students repeat.
- Say, "/m/, /m/, /m/". Students repeat so that they have numerous opportunities to feel how the sound is made in their mouths.
- Have students say /m/ while putting their hands by their voice box.
- Say, "Your voice box is vibrating so /m/ is a voiced (or motor on) sound."
- Say, "When we say /m/, your lips come together and the sound is coming through your nose. Plug your nose and you can see that you can no longer make the /m/ sound."
- Say, "/m/" and have kids repeat. Say, "When you say /m/, does the sound stop quickly or can you keep holding the /m/ sound?" (You can keep holding it!)



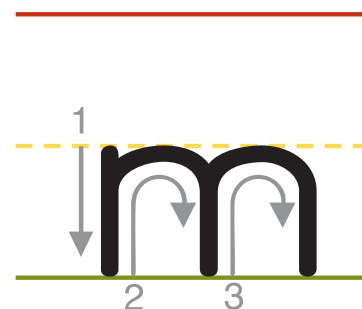
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## Introduce the Keyword Picture and Practice the Card:

- Show the students the flash card with the keyword picture for the letter 'm' and uncover the picture.
- Point to the letter 'm' on the card and have students name the letter.
- Point to the picture of the moon on the card. Say, "The picture on the card helps us unlock the sound of the letter. This is a *moon*. The first sound that I hear when I say moon is /m/."
- Say, "When I see this card, I am going to say the letter name, the picture and then the sound. 'M', *moon*, /m/."
- Students repeat, m, *moon*, /m/.

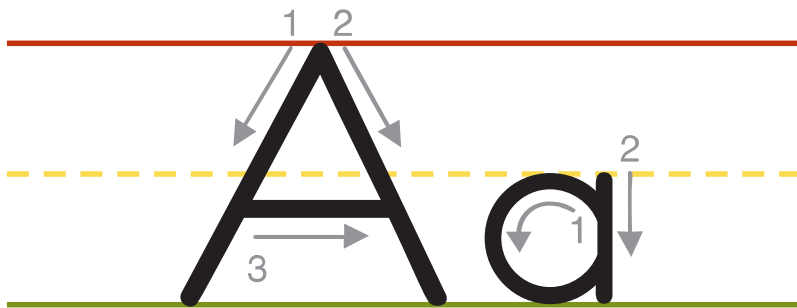
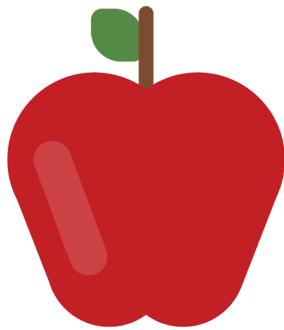
## Write Letters:

- Write the letter on the board or chart paper.
- As you write, say, "Let's learn how to form the letter 'm'. Watch as I write.
- First, start on the beltline and pull down to the shoe line. Without picking up your pencil, pull back up to the belt line and make a hump to the shoe line, then up to the belt line and another hump to the shoe line.
- After you have written the 'm', point to it and say 'm', /m/.
- Say, "Now you try it. Pick up your pencil, start on the beltline and pull down to the shoe line. Without picking up your pencil, pull back up to the belt line and make a hump to the shoe line, then up to the belt line and another hump to the shoe line.
- Repeat several times giving students multiple opportunities to practice writing the letter 'm'.

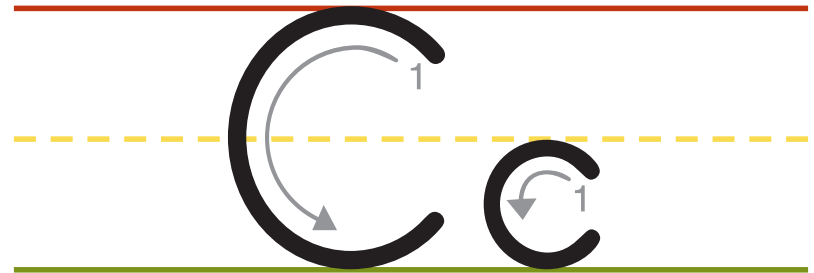




Aa

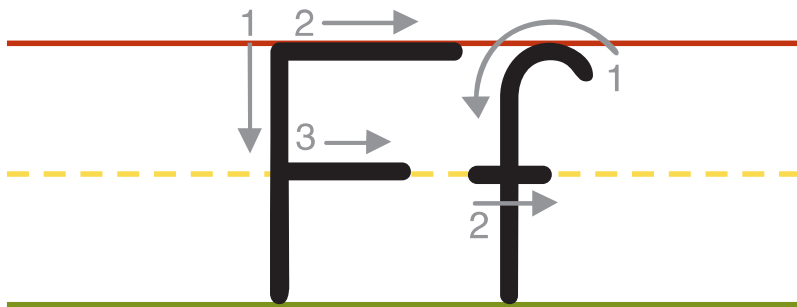
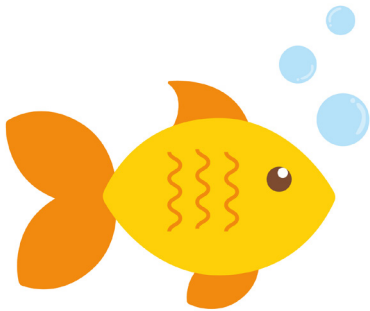


Cc

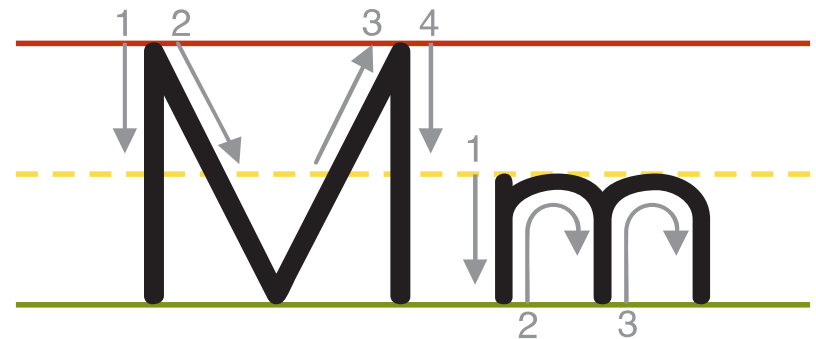




Ff

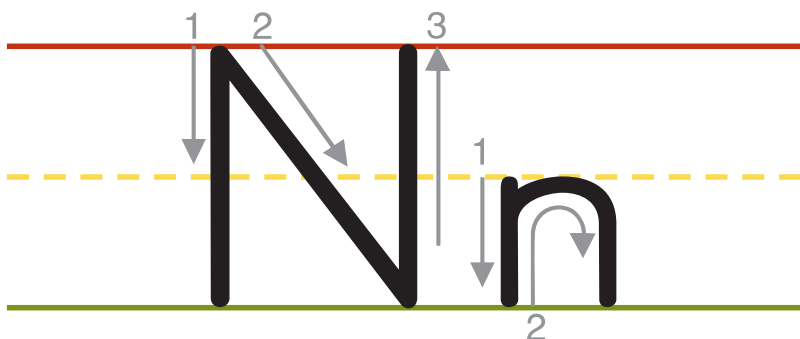
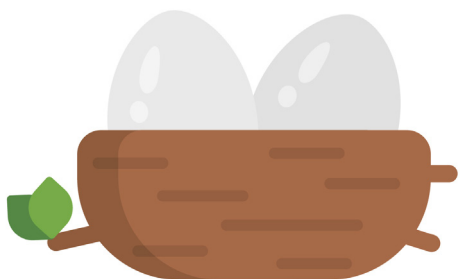


Mm

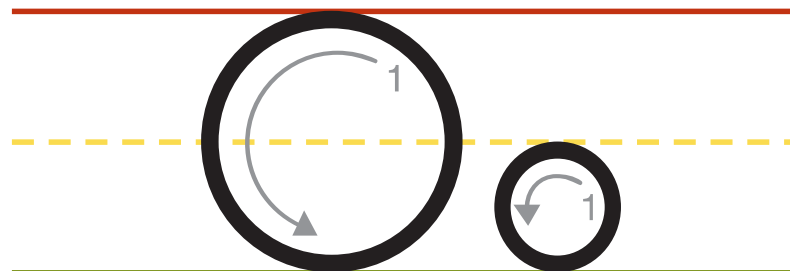
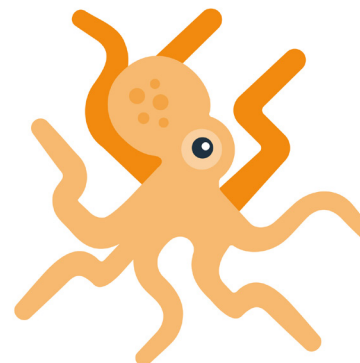




Nn

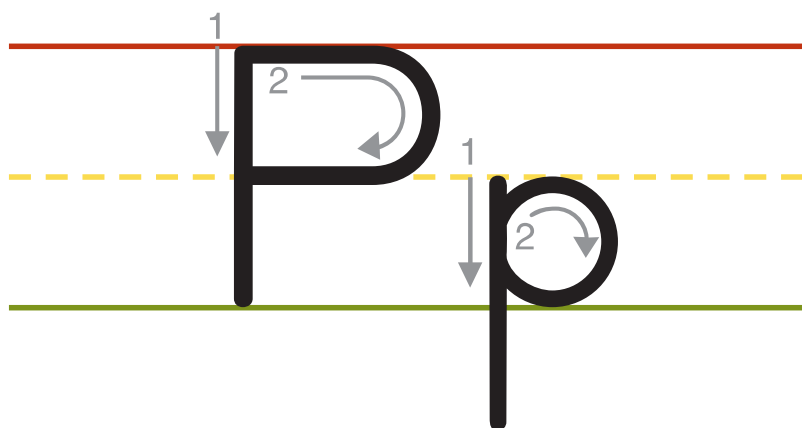


Oo

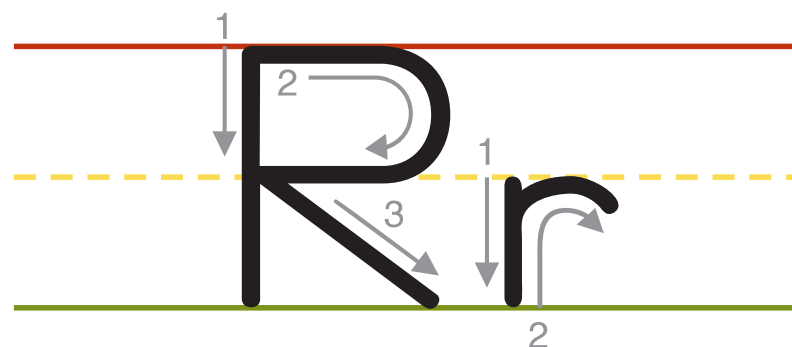




Pp

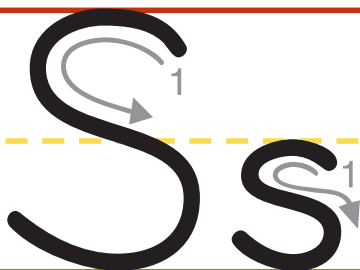


Rr





Ss



Tt

